

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Louis Michael Silvano

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Luke School

(As it should appear in the official records)

School Mailing Address 7005 Georgetown Pike

(If address is P.O. Box, also include street address.)

City McLean State VA Zip Code+4 (9 digits total) 22101-2150

County Fairfax State School Code Number* _____

Telephone 703-356-1508 Fax 703-356-1141

Web site/URL http://www.stlukeschool.com E-mail lsilvano@stlukeschool.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Sr. Bernadette McManigal, BVM E-mail: b.mcmanigal@arlingtondiocese.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☒ Suburban with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	6	13
K	11	7	18
1	10	11	21
2	16	16	32
3	11	11	22
4	11	14	25
5	8	14	22
6	15	3	18
7	9	15	24
8	9	14	23
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	107	111	218

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 0 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 14 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	189
(5) Total transferred students in row (3) divided by total students in row (4)	0.037
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 5 %
10 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	2 Specific Learning Disability
0 Emotional Disturbance	1 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	2 Visual Impairment Including Blindness
0 Multiple Disabilities	1 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The mission of Saint Luke School is to prepare students to become academically sound citizens instilled with a sense of Catholic values and knowledge of Catholic faith, committed to the pursuit of learning and dedicated to serving mankind.

The philosophy of Saint Luke School is Christ-centered and focuses on developing the whole person: cognitively, emotionally, spiritually, and physically. Embracing the most effective traditional and innovative educational strategies, the faculty provides developmentally appropriate challenges and strives to accommodate the different learning styles of the students.

Learning is viewed as a process: not only is the mastery of skills and knowledge crucial but also a love of learning, self-discipline, personal responsibility, self-esteem, and creativity are nurtured.

The school was founded in 1962 and opened with an enrollment capacity of 50 students in grades one through five. The teachers were Felician Sisters from Lodi, New Jersey, and the school was built through a Saint Luke Parish tithing program. Eventually, Saint Luke School expanded from four grades to eight, and kindergarten was added in 1985. Upon departure of the Sisters, lay teachers were hired to instruct students. Although today there are no Sisters on the faculty, the teachers remain committed to developing a love of God and nurturing the spiritual lives of the students.

After a successful development campaign in 1996, construction of a new school wing, housing the middle school, a science lab, and a multi-use facility to service the needs of the parish, began in the fall of 1997. In addition, the gymnasium building was expanded to include a music room, a stage, and a kitchen.

In 2009, thanks to the generosity of the PTO, all classrooms were fitted with interactive whiteboards, and 20 new workstations were purchased for the faculty. The School's commitment to S.T.E.M. (Science, Technology, Engineering and Mathematics) was enhanced by the introduction of Lab Learner, a completely hands-on and spiraled curriculum providing all students the opportunity to conduct scientific inquiry.

The Saint Luke Preschool was established in September 2013 to serve children ages three and four years old. The program is designed to prepare children for kindergarten and to provide a smooth transition to a full-day academic program. It has been well received by the community and it is expected to stabilize enrollment thereby ensuring the financial sustainability of the school.

Saint Luke School has integrated technology throughout its educational program. It was the first K-8 school in the Diocese of Arlington to introduce a robotics program. It is a fully integrated 1:1 robotics program that is part of the technology curriculum. The school was selected by the Lego Educational Organization to pilot a new robotics program that utilizes Lego building blocks to spark student creativity. The Technology Director has developed the program to enhance the students' critical thinking and problem-solving skills.

As Christ called us to "Love one another as I have loved you," students at Saint Luke reach out to those who are most vulnerable and needy through a variety of service projects. Students participate in the annual food and clothing drives for the homeless, baby gifts for Catholic Charities, Senior Pen Pals, care packages for service men and women, and raise funds throughout the year to benefit Catholic Charities, St. Jude's Children's Hospital, American Cancer Society, and the American Heart Association.

As a ministry of Saint Luke Parish, all students receive daily instruction in Religion and the catechesis of the Roman Catholic Church. The day begins and ends with prayer. In addition to attending Mass regularly and on Holy Days of Obligation, students observe special days in the liturgical season in a variety of ways including the Seder Meal, May Crowning, Rosary, Advent Wreath Blessing, Lenten Class Masses, Lenten Gratitude Journals, all of which contribute to the students' spiritual development.

Saint Luke School has many school traditions such as the Wildcat 5K Family Fun Run, the Back-to-School Barbecue, the Pumpkin Patch, the Green and Gold Classic Football game, the Seder Meal, and the May Crowning Picnic. These events strengthen the bonds within the community, like the Wildcat 5K Run that brings together families from the school, the parish, and the local community.

The school's strengths are defined by three main characteristics: rigorous academics, strong faith formation, and a close-knit nurturing community. As lifelong learners, the teachers are committed to the school's mission, and are effective role models for the students. The students achieve the highest academic standards, scoring well above national averages. Graduates are accepted into the most competitive Catholic, public, and independent high schools in the Washington, DC metropolitan area. The success of its graduates provides clear evidence that Saint Luke School is true to its mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Students in grades 2 through 7 take the Terra Nova Tests in the spring each year. As the school accepts students with different levels of academic ability, the performance levels vary accordingly. The school recognizes that each child develops at his or her own pace and the test scores are just one indicator of a child's academic progress. The focus is placed on identifying performance trends and gaps in order to enhance the academic achievement of all students.

The class performance levels range between the 67th and 92nd percentiles. Any average below 70th percentile is considered unacceptable, while averages at or above the 80th percentile are regarded as proficient. In the spring of 2011, the Third Edition of the Terra Nova was introduced and the scores were noticeably lower. Each year, teachers and administrators analyze the test results and identify areas of weakness that need to be addressed. These areas can be specific sections or questions on the test which provide the focus for instructional goals to improve student performance the following year. In recent years examples include: proof reading for spelling in grade 2, and analyzing literature in grade 7. The school wide goal is to have all students exceed the Diocesan average standards.

Kindergarten children take the Virginia PALS assessment which is administered throughout the year. Resource teachers and Assistant teachers provide additional support to those students who need it.

b) In reviewing the performance trends found in the Terra Nova testing data tables, it is evident that some classes have improved their test scores over time. For example, the 7th grade class increased its math score by nine percentile points while the 6th grade class increased its math score from 69 in 2010 to 76 in 2013. In reading, class performances have remained steady with some fluctuation of up to nine percentile points, while the 6th grade class improved its score by five percentile points over the last two years.

In the spring of 2011, the Third Edition of the Terra Nova Test was administered for the first time and there was a significant decline in some class test scores which dropped between five and nine percentile points. The teachers and administrators responded by identifying areas of weakness in the performance of each class and that of individual students on the new test. In keeping with the school's emphasis on academic rigor, the teachers developed action plans and instructional goals to address these areas. As a result of the collaboration between teachers and the administration student performance levels began to rise again.

In recent years, the class reading scores have hovered around the 75th percentile, which prompted the faculty and administration to review the reading curriculum. Following a thorough analysis and examination of alternative programs, a decision was made to invest in a new reading program. In September 2013, the Reading Wonders program was introduced to enhance the language arts curriculum. This is a comprehensive reading, writing, and word study program that includes regular assessments of student performance. It is expected that this new program will enhance student and class Terra Nova scores in the spring of 2014.

One of the main factors that contribute to the improvement of student performance is the quality and stability of an experienced faculty. At Saint Luke School, there has been little turnover on the faculty during the last five years and so teachers are familiar with delivering a rigorous and challenging curriculum. Another key factor is the low teacher-student ratio of 16:1 which allows teachers the opportunity to focus on the specific learning needs of each student. While the curriculum is not designed primarily to prepare students for the Terra Nova test, the school continues to look for ways to implement successful strategies to improve student performance at all grade levels. Teachers incorporate relevant instructional goals into their lessons plans to develop the students' acquisition of specific skills. These lesson plans are reviewed each week by the principal. This is a reflection of the school's commitment to maintaining a rigorous academic program that focuses on developing the academic skills of its students.

All students at Saint Luke School take the Terra Nova tests, including students with identified learning disabilities. These students do not take an alternative test but their test scores are carefully analyzed to

identify their learning needs. This is a relatively small number of students and is not enough to constitute a subgroup.

2. Using Assessment Results:

The faculty of Saint Luke School uses both formal and informal assessments throughout the school year to monitor student progress. Among these are standardized tests such as the Terra Nova Test, teacher generated tests, student class work and homework, and teacher observations of student performance. By utilizing a variety of performance assessments the teachers are able to create a comprehensive profile of each student. Each quarter the teachers use this assessment data to provide both formative and summative student evaluations. These evaluations are shared with the parents in student progress reports that are sent home at the end of each quarter and in parent-teacher conferences during the year. The Principal reviews all of the student report cards in order to ensure students are making continuous progress.

Standardized testing provides objective performance data that teachers use as part of the criteria for assessing a student's academic progress. By analyzing these test scores teachers are able to identify trends and gaps in student performance, and to monitor student progress over time. From this process emerges instructional goals for curriculum development and the creation of lesson plans to address specific areas of student performance. The Principal analyzes the entire school's test results and, in conjunction with the teachers, establishes annual goals for the school.

At the beginning of the new school year, Saint Luke School follows the practice of the Arlington Diocese Teacher Hand-Off Day. On this day, each teacher meets with the previous year's teacher to share the testing data of each class. The process of reviewing test scores provides the current teacher with a class profile and the performance level of each student. With this information, teachers develop instructional goals to address the specific needs of each class and to provide accommodations for individual students as needed.

Teachers analyze the test results of students with identified learning disabilities and develop instructional plans to meet their specific needs. Some of these students have an IEP (Individual Educational Plan) that specifies particular instructional strategies to enhance their learning. The teachers incorporate these instructional strategies into their lesson plans as a way to accommodate each student's learning style.

A Learning Resource Specialist provides individual instruction to students whose test scores are below grade level and who need academic support. The Learning Resource Specialist leads the Student Assistance Team (SAT), which includes individual teachers and the Principal. The SAT meets as needed to discuss individual students and to develop strategies to support their ongoing academic progress. Partnering with parents the school develops plans that may include services outside of school, such as speech/language, and occupational therapy.

Students in the elementary grades whose reading test scores are below grade level are given instructional support by the Reading Specialist. These students are taught in smaller groups of between eight and ten students to allow for more individual attention.

3. Sharing Lessons Learned:

The teachers and administrators of Saint Luke's School recognize the importance of sharing with fellow educators. As professional educators they are engaged in a collaborative enterprise that is the education of our youth and as such they have a moral responsibility to develop the most effective educational programs. Teachers and administrators belong to professional organizations and other learning communities that provide opportunities for sharing with their peers. Working together and sharing success stories is one way they can learn from each other and identify best practices.

Each year teachers and administrators from the Diocese of Arlington gather to attend a Professional Development Institute hosted by one of the schools in the Diocese. Teachers are encouraged to present successful lessons, teaching strategies, programs or initiatives that have proven to be successful in their schools. In addition, there are technology training programs where teachers share how they integrate

technology into their curriculum. For example, the Technology Director at Saint Luke School gave a workshop on teaching robotics in the elementary grades and how it can be integrated into the language arts and reading programs. Similarly the School Librarian presented an in-service to the diocesan teachers about student use of web-based tools to enhance their learning.

Another example of sharing lessons learned is the 3rd Grade Teacher at Saint Luke School who is a veteran teacher with more than thirty years experience. Each year she presents a program on the teaching of religion for new teachers in the Diocese.

The teachers and administrators of Saint Luke School regularly attend educational meetings in the Diocese of Arlington where they are invited to share their best practices. Teachers also serve on accreditation visiting teams as part of the Design for Excellence process which schools are required to complete every five to ten years.

The Principal takes advantage of the various opportunities to collaborate with colleagues in the diocese. The Principals' Association of the Diocese of Arlington meets regularly throughout the year, and provides a network of support. New principals in the Diocese are assigned a mentor in their first year. Through sharing and mentoring the principals recognize the value of collective wisdom and their schools benefit directly as a result.

4. Engaging Families and Community:

St. Luke School has established a Student Assistance Team (SAT) to provide support to students with learning deficiencies. The members of the Student Assistance Team include the Learning Specialist, individual teachers, and the principal. When a child is found to have significant academic issues the SAT meets to discuss strategies and to develop a plan to improve the particular student's performance. Following this, the SAT meets with the parents to discuss the student's problems and to lay out a plan of action. The Learning Specialist is also available to work with families to help students receive services such as speech and language intervention through Fairfax County.

St. Luke School has an ongoing and constantly growing community based referral resource for families who require outside testing, tutoring, speech/language, and occupational therapy services. The staff is encouraged and has the ability to attend any special needs seminar at no cost that is provided through the Diocese of Arlington. The School recognizes that ongoing continuing education promotes student success and school improvement.

Parents are invited to parent-teacher conferences twice a year, after the first trimester ends in November and before spring break in March. Parents develop collaborative relationships with their children's teachers and the school fosters trusting relationships with parents by maintaining open communication. Communication with parents is a priority and teachers are expected to respond to parents in a timely manner. The Principal has an open door policy and meets with parents as needed. In addition, the Principal holds a parent coffee meeting each month to discuss school wide issues and receive parent feedback.

Parents are actively involved in the school, particularly through the Parent-Teacher Organization which coordinates the main fund-raising efforts for the school. Some of the major fund-raisers are the annual auction and the Wildcat 5K Race. In the past, the PTO successfully raised funds to improve the school's facilities, including the renovation of the gymnasium floor, and the kindergarten classroom. In addition, the PTO helped fund a new experiential Science program that was embraced enthusiastically by the teacher and the students. This resulted in a major improvement in the science curriculum.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion is taught at all grade levels. Learning about the Catholic faith and what it means to be a Christian is interwoven throughout the curriculum. As a faith community rooted in the Catholic tradition, the school focuses on the spiritual development of students and adults.

The Reading and Language Arts Program uses a balanced approach to literacy. Reading, writing, grammar, spelling, literary analysis and research are integrated across the curriculum. Instruction unfolds in individual, small group and whole class settings.

The Mathematics program is a spiral curriculum that is challenging, exploratory, and integrative. Teachers use multiple learning and teaching strategies to strengthen students' skills. Students are taught the basic skills from number sense to algebraic equations, ratios, and geometry. Concepts are developed, reviewed, and practiced over time as students move from the concrete to the pictorial to the abstract.

The Science program provides students a laboratory rich curriculum in which they develop their reasoning skills through the use of the scientific method. The program is designed to give students enough time to hypothesize, observe, analyze data, reflect, and draw conclusions.

Understanding one's place in the world is at the heart of the social studies program. In that vein, the curriculum begins by answering basic questions of self, family, and neighborhood to a more complex context of historical, cultural, social, economic, and political perspectives.

Saint Luke School is in compliance with the program's foreign language requirements. Both the French and the Spanish programs focus on developing listening, speaking, reading, and writing skills, and strengthening critical thinking. The curriculum prepares students for high school level two and sometimes advanced students are ready to take level three in 9th grade.

The Art curriculum develops age appropriate skills in all media, techniques, and processes. Students apply the visual arts in relation to history and cultures. To enhance student learning the program highlights connections between visual arts and other disciplines.

The music program is designed to develop understanding and appreciation of music both in theory and in performance. The instructional goals include basic theory, choral singing, instrumental music and movement. Students who play instruments may also participate in the Band program.

The Physical Education and Health program aims to educate children about the benefits of exercise and healthy eating, and to empower them to participate in athletics. P.E. teaches students the basics of common sports (such as soccer, basketball, softball, and running) and less common sports (such as dance and basic non-contact martial arts).

Technology is used to optimize and facilitate learning across the curriculum. Technology classes are held each week for grades K-8 in a fully equipped computer lab. All 18 classrooms have broadband-networked teacher workstations, 14 of which are equipped with interactive whiteboards allowing teachers to engage students through the use of interactive multi-media technology. In addition, there is also an iPad cart with 25 iPads which can be wheeled into any classroom enabling teachers to utilize a variety of instructional applications to enhance student learning.

Saint Luke School was the first K-8 school in the Diocese of Arlington to have robotics in the classrooms, and is the only one to currently have a fully integrated 1:1 robotics program. The school was selected by the Lego company to pilot a new robotics program which uses Lego blocks to inspire creativity and develop problem solving skills.

2. Reading/English:

2a. Grades K-5 uses the McGraw-Hill Reading Wonders Language Arts Program that is built on the Common Core standards. It combines research-based instruction with computer technology meeting students in their digital world. Saint Luke School chose Reading Wonders for its sound research and comprehensive approach to developing proficient readers. The program provides instruction based on the critical elements of literacy: phonological awareness, phonics, fluency, vocabulary, grammar, text comprehension, and writing.

Students engage in repeated readings and different types of texts to build fluency and comprehension. Teachers lead students in close reading routines. While reading they are prompted to ask and answer questions; visualize; reread; make, confirm, and revise predictions; summarize; and make inferences. Teachers model and guide students as they re-read and answer text-dependent questions. Vocabulary acquisition is part of every lesson, and it is pre-taught and reviewed daily.

As writing about reading enhances understanding, writing, grammar, and spelling are integrated and practiced daily. Students engage in a variety of writing tasks: working in pairs to research and write reports, and writing independently to analyze, share opinions, inform, or explain what they have read.

Weekly Assessments are given to measure student cognitive targets for literacy. Unit Assessments are given every six weeks. All assessment data is used to inform teachers how to differentiate their instruction. Ongoing informal assessments occur daily in small, differentiated groups. Children below grade level work with the Reading Specialist to provide them with strategies and scaffolding to reinforce the foundational skills necessary to access complex texts. These students are provided with approaching grade Leveled Readers, digital activities, workstations and interactive group projects to focus on the skills at their level. Children who read above grade level are provided with opportunities to accelerate their skills.

The middle school program develops students' love of reading and encourages them to seek out texts that will enrich their lives. Longer, more complex novels serve as models for style and technique, and as the basis for discussions and projects. Lessons on key concepts include foreshadowing, suspense, figurative language, and bias. Students read newspaper articles to identify bias and point of view prior to writing research papers and crafting biased articles.

In addition, the library program helps students develop good reading habits and instills in them the joy of reading. The curriculum supports the development of research skills for the 21st century, promotes critical thinking, and the ethical use of information.

3. Mathematics:

Saint Luke School mathematics program for kindergarten through fifth grade is a spiral curriculum. The curriculum is a flexible design which can be integrated into inclusion classrooms, pullout programs, or resource classrooms. The students develop their understanding of fundamental math concepts throughout the school year. For example, a daily math conversation in first grade asks students to look at a numbers chart to identify double digits that add up to a specific number.

If students are performing at, below, or above grade level the program helps to address their learning problems or provides enrichment with the use of manipulative kits, learning palettes, and various online extension activities, games, and challenges. All new concepts are developed through hands-on activities and rich mathematical conversations that actively engage students in the learning process. Concepts are developed, reviewed, and practiced over time. Students move from the concrete to the pictorial to the abstract.

Mathematics curriculum for middle school is challenging, exploratory, and integrative. Teachers use multiple learning and teaching approaches to strengthen student's mathematics skills. Mathematics curriculum consists of number sense, addition, subtraction, multiplication and division of whole numbers and decimals, expressions and equations, fractions, integers, data and statistics, ratio, proportion and percent, measurement, geometry, and more concepts in algebra. In the middle school students are placed in

groups based on their ability level. At the sixth grade level students learn and review concepts at a specific difficulty level. Seventh graders are offered pre-algebra and introduction to pre-algebra while eighth graders are offered algebra 1 and introduction to algebra 1.

Technology is used as a tool to both explore and visualize math concepts. Teaching methods focus on student engagement, motivation, and achievement. Students acquire mathematics skills by working at different levels individually and in cooperative groups. A process of using the basic knowledge previously learned is used to build upon each day. Teachers use problem solving to reinforce math skills through games and appropriate manipulatives. Students are encouraged to use their critical thinking and reasoning skills in word problems. Students are encouraged to explain verbally and in writing the meaning of mathematical terminology used in the problems. Teachers provide both challenge and support to strengthen students' skills. Students are referred to a resource teacher to get extra help if they need any learning accommodations. A student's speed and understanding of concepts is also a factor in determining the number of problems assigned for homework.

4. Additional Curriculum Area:

In 2010 The Saint Luke School adopted a new experiential science curriculum for kindergarten through eighth grade. The main instructional and curricular objective of this program is to provide a laboratory rich science program in which students learn the scientific method, develop their cognitive reasoning abilities, and acquire both the knowledge and skills necessary to be successful in high school. During the course of an academic year students are able to reach at least eighty percent mastery of all unit concepts. Students are actively engaged in meaningful laboratory investigations and they are given adequate time to hypothesize, observe, analyze, reflect, and draw conclusions. These experiences help students to develop a true understanding of scientific processes and techniques used throughout the major sciences.

The instructional philosophy of the program is inquiry based, where eighty percent of the time is devoted to laboratory investigations. The general criteria used for assessing student work are first and foremost through the use of formal laboratory experiences. The monitoring of student progress is gauged from the student understanding of the major salient ideas of the investigations, the major scientific concepts revealed during and at the completion of the investigation, and to check for student understanding of whether or not the student is making the necessary connections from one lesson to the next. In addition, to the formal laboratory reports, class discussions on both laboratory data and current topics associated with the long-term units are also a means of monitoring the quality of student understanding.

The students are presented with a detailed syllabus which describes the major objectives of the course, the laboratory investigations to be covered along with the related topics for discussion, and the criteria used for assessing their progress. The general assessment criteria are the use of formal laboratory practices, understanding the salient ideas and the major scientific concepts that are revealed in the investigation, and students making the connections from one lesson to the next.

This science program has proven to be successful because it engages the students at all levels and develops their critical thinking skills. For example, in a second grade lesson on sound, students experiment with a tuning fork to create waves in water. Before the experiment, students are asked to predict the effects of the tuning fork on the water. Then they conduct the experiment, observe the effects, analyze the results, and draw conclusions.

(b) The philosophy of Saint Luke Preschool is Christ-centered and focuses on developing the whole person: cognitively, emotionally, spiritually, and physically. Embracing the most effective traditional and innovative educational strategies, the faculty provides developmentally appropriate challenges and strives to accommodate the different learning styles of the children. Learning is viewed as a process: not only is the mastery of skills and knowledge emphasized but also a love of learning, self-discipline, personal responsibility, self-esteem, and creativity are nurtured.

At Saint Luke Preschool children are provided a variety of purposeful planned activities that focus on social

interaction, learning through play, sensory learning experiences, physical education, music; all of which are intended to enlighten the mind, the body, and the spirit.

Saint Luke Preschool complies with the Arlington Diocese curriculum guidelines for preschool and Virginia's Foundation Blocks for Early Learning. Each class follows a daily schedule that incorporates music and circle time, specials, individual and whole group learning activities. Class curriculums are based on monthly themes, with more specific thematic units each week, with the flexibility for individual classes to focus on the needs and interests of students in each class.

In order to facilitate the children's smooth transition from preschool to kindergarten the preschool teachers collaborate closely with the kindergarten teacher. From time to time, the four-year-old children are provided opportunities to interact with the kindergarten class in coordinated activities that develop their social and cognitive skills. As the Preschool program develops, the school will assess its impact on kindergarten readiness through analyzing the Virginia PALS test results and teacher-generated student assessment data.

5. Instructional Methods:

Saint Luke School provides differentiated instruction to students with diverse learning styles. Teachers utilize a variety of instructional strategies in their lessons including cooperative learning, written and oral assignments, art or theatrical expression and multimedia projects. The core curriculum is taught in a cross-curricular method that allows students to study and understand material across disciplines. For example, lower school students are introduced to the same concepts in math and science enabling them to make meaningful connections and to deepen their knowledge of the content area.

The Reading Wonders program in the lower school includes regular assessment of student reading levels which enables teachers to provide each student with appropriate texts. Alternative assignments are offered to students that may include the option of writing a poem, performing a skit or making a power point presentation.

Small groups are used to help struggling learners and to extend the skills of advanced learners. Middle school students are placed in math groups each year to facilitate student acquisition of abstract algebraic concepts according to the level of their cognitive development.

Hands-on learning is emphasized throughout the curriculum. Math lessons include manipulatives that students use to investigate and master complex mathematical concepts. Students engage in weekly science labs using state of the art equipment. For example, 8th graders use a spectrophotometer to assess the level of photo-synthesis in an ecosystem.

Technology is integrated throughout the curriculum to optimize and facilitate learning. Students use technology daily to build models, direct robots, find information and solve complex problems. Classrooms are equipped with ceiling mounted projectors, speakers, and interactive white boards. This equipment allows teachers to quickly view and display web content and other information to engage students in the lessons. These interactive whiteboards provide opportunities for students to demonstrate their skills to the whole class. Technology classes are held each week for grades K-8 in a fully equipped computer lab, featuring 30-networked workstations with a suite of multi-media applications. In addition, iPads are available in the classroom for students to access specific applications that enhance their understanding and knowledge of the content.

For students who need a more individualized approach to learning, the Learning Center serves as an educational resource for students, their parents and their classroom teachers. Using researched-based interventions, the reading and learning specialists provide one-on-one and small group instruction, in-classroom interventions and alternative instructional strategies.

6. Professional Development:

Professional development at St. Luke School is a collaboration among the principal, the faculty and the diocese that sets high expectations for teacher performance. The goal of professional development for teachers is to help each student reach his or her highest potential.

Using data to identify areas of weakness and to plan for instruction is an area of ongoing professional development. Teachers collaborate to identify common areas for improvement and to develop plans for instruction. This process helps identify the areas of professional development needed to improve student performance.

The principal coordinates training for school wide initiatives, such as the Responsive Classroom program. Some teachers visited schools where the program is being utilized, while others attended training during the summer. They, in turn, provided training for their colleagues before the start of the new school year.

Teachers are required to participate in professional development as part of their recertification procedures and continued employment at the school. St. Luke School provides many options for teachers to develop their instructional skills. These include in-house staff training, inservices, off-site workshops, seminars, and school observations.

The school purchased a new reading and language arts program to address instructional goals. Training was provided to support teachers in implementing the new curriculum. Throughout the year, the reading specialist provides ongoing guidance and training to help teachers with questions and concerns about the new program. Specialists on the staff provide one-on-one and point-of-need training in areas of reading instruction, student accommodations, technology support, counseling issues, and research skills. To better incorporate technology into the curriculum, the school purchased iPads, and the staff received training in the using applications, which directly support the curriculum.

Curriculum alignment and effective use of instructional technology are two of the areas in which St. Luke teachers have collaborated with their colleagues in the Arlington Diocese. Teachers from St. Luke School share their knowledge with teachers from other schools by leading technology workshops, participating in math curriculum meetings, training new teachers of religion, and demonstrating the Lab Learner science program.

In a small school, leadership among the faculty is especially important. Teachers assume instructional leadership roles by initiating collaboration to develop cross-curricular units of instruction, by sharing successful strategies, and establishing a common philosophy of student responsibility and discipline. This creates a collegial atmosphere in which new teachers and veterans learn together serving as role models for their students.

7. School Leadership

The Principal of Saint Luke School is the main leader of the school and is appointed by the Pastor of Saint Luke Parish. He is responsible for the supervision and oversight of the operation of the School and its program according to the policies and guidelines of the Superintendent of Schools in the Diocese of Arlington. As Principal he is committed to realizing the school's mission to prepare students to become responsible contributing members of our global society. To accomplish this, the Principal instills compassion, understanding, collaboration, and a spirit of service in the students.

The Principal charges the teachers to nurture the strengths and the talents of their students so that each one may come to know his or her true self. Reflective practice is integrated into the curriculum allowing students to develop intrinsic motivation and to nurture life-long learning. In order for learning to be meaningful, it is presented within a context and for a purpose so that students are truly engaged. The Principal encourages the teachers to develop cross-curricular units to help students make connections across disciplines. He promotes experiential learning and reflective practice to enhance the development of the students' critical thinking.

To ensure the students are continuously learning, the Principal makes regular classroom observations and meets with teachers to develop instructional goals for each class. He analyzes assessment data with the teachers and identifies areas of weakness that need to be strengthened. To support the professional growth of the faculty the Principal provides opportunities for teachers to attend various educational training programs. In addition, he completes formal evaluations of each teacher annually.

The Principal actively listens to everyone, and models respect for the dignity of each member of the school community. He has an open door policy and is accessible to students, teachers and parents. Each month, the Principal hosts a morning coffee meeting with parents where he discusses current issues and solicits feedback from parents. Consequently, the Principal is knowledgeable about the different perspectives of the members of the school community.

The Principal identified three defining characteristics of the school: academic rigor, strong faith formation; and a nurturing and supportive community. These characteristics are shared by the parents and embraced by everyone in the community as the essential qualities of Saint Luke School.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$6615
1	\$6615
2	\$6615
3	\$6615
4	\$6615
5	\$6615
6	\$6615
7	\$6615
8	\$6615
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$10121
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1198
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 96%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	77	86	69	82
Number of students tested	23	25	23	21	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	75	83	76	79	79
Number of students tested	21	25	15	29	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	73	72	70	81
Number of students tested	19	28	25	16	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	80	79	88	88
Number of students tested	16	27	23	32	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	89	88	92	88	88
Number of students tested	22	20	24	28	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	73	76	76	82
Number of students tested	23	25	23	21	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	74	74	79	73
Number of students tested	21	25	15	29	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	75	73	70	67	77
Number of students tested	19	28	25	16	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	77	77	83	86
Number of students tested	16	27	23	32	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	76	82	90	88
Number of students tested	22	20	24	28	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: